GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
EDSE 503 Language Development and Reading (3 credits)
Section 672 (Fairfax 25)
Fall 2011
Tuesdays, 4:30-8:30
Fairfax H.S. Room D131

Professor: Jodi M. Duke, Ed. D.
Office Location: 102E Finley Hall   **Phone:** 703-993-6555
E-mail: jduke4@gmu.edu   (best point of contact)

Office Hours: Mondays by appointment or after class. Please contact me for a mutually agreeable time.

Learning Team Topic_____: Presentation Date: _____
Member Contact Information:

Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:

Course Description
Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. ***Note: School-based field experience required.***

Prerequisites*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

> *Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Nature of Course Delivery
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Electronic supplements and activities via Blackboard
5. Research and presentation activities
6. Video and other media supports

Student Competencies
This course is designed to enable students to:

1) Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.

2) Compare and contrast the stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities).

3) Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.

4) Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.

5) Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.

6) Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.

7) Describe evidence-best practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Course's Relationship to Program Goals and Professional Organization
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC standards that will be addressed in this class include the following:

CEC Standard 4 - Instructional Strategies
Skills:
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

CEC Standard 6 – Language
Knowledge:
- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.
Skills:
- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts

George Mason University Programs in Special Education. (2011). *Language development & reading*. Boston, MA: Pearson. ***Customized text -- available this link ONLY -- http://store.pearsoned.com//georgemason ISBN: 0536379505
Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.
National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read.* Washington, DC: National Institute of Child Health and Human Development.

Alliance for Excellent Education (2004). Reading next: A vision for action and research in middle
and high school literacy. New York, NY: Carnegie Cooperation.
www.all4ed.org/files/**ReadingNext**.pdf
Other readings relevant to special education applications assigned by instructor.

Recommended Text
American Psychological Association (2010). *Publication manual of the American Psychological
Association* (6th ed.). Washington, DC: Author

Class Companion Websites
A free version of the Jennings Informal Inventory (IRI) is at this web site:
www.ablongman.com/jennings5e as Appendix C. **You will need to print out and use this IRI to
complete your case study assignment.**

*Tip from the instructor: Some internet sites attempt to reduce the APA manual to only a few pages,
but I have observed that there are often errors on these websites and they do not give clear or
excellent information on writing. All assignments for this course are scored according to the written
language and technical aspects of organizing and citing content using the APA style.

*It is **required** that students **bring the textbooks to class each week** as the instructor will make
specific references to specific pages during class and students will be given classroom activities
which will require textbook use.

Required Access to Course Blackboard Site
Blackboard will be used to post important information for this course. Plan to access the Bb site
several times per week; announcements and resources are posted on the Bb site in between class
sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class.

George Mason Blackboard 9.1:
1. To access Courses in 9.1 go to the myMason portal, http://myMason.gmu.edu
2. Enter your Mason Net ID into the user name field & Strong Password (Patriot Pass credentials) into the Password field
3. Click the log in button ore press Enter
4. Select the Courses Tab
5. Select this course from the 9.1 course list

Graduate School of Education Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it

regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of expected professional behavior and dispositions.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Other Course Expectations

1. Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

2. Absences: Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. Each night, students will participate in class activities, which will contribute to the attendance/participation portion of the final grade. Points missed due to absences during class activities will NOT be made up. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Three or more unexcused absences will result in no credit for this course.**

3. Electronic Etiquette: Students are expected to participate actively in all class activities. **Use of laptops may be used to observe the class Powerpoints/materials, ONLY. Abuse of this policy will result in the inability for you to use your laptop for the remainder of the semester.** Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn off (or set to vibrate in the case of an emergency) any devices that produce sound or otherwise interfere with the learning of others (cell phones, etc.) Texting is prohibited during class.

4. Promptness: All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Assignments will not be accepted more than 3 days late.**

5. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (5th or 6th editions are acceptable). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

6. Placement for this Field Experience/Case Study: This course requires field placement for a case study. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for these assignments.

7. Signature Assignment: For student evaluation, program evaluation, and accreditation purposes, students will be **required** to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

   *_Note_: **Every** student registered for any EDSE course as of the Fall 2007 semester is **required** to submit signature assignments to TaskStream (regardless of whether a course is an elective, a "one time" course, or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.*

**Each student is responsible for downloading class materials and bringing either a hard copy or the downloaded documents on their laptop to class. NO HANDOUTS WILL BE PROVIDED BEYOND THE FIRST NIGHT OF CLASS.

ASSIGNMENT DESCRIPTIONS

1. *Self-paced completion of Fox text: (10 points)*

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to readusing a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2010) self-instruction textbook outside of class. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text. For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. To receive

full credit, all sections must be completed by the dates indicated below.

You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text					
9/27: Pretest 1 point	10/4: Part I 1 point	10/18: Part II 2 points	11/1: Parts III and IV 2 points	11/15: Parts V and VI 2 points	11/22: Part VII and Posttest 2 points

Full credit is earned when evidence of completion of all assigned parts of the Fox sections is submitted on time. No partial credit is given.

2. IRIS Presentation (10 points)
On the first night of class, you will join a learning team and select an IRIS activity to complete with your team. You will choose an IRIS activity to review and present in class. This assignment will be graded as Pass/Fail. (2) provides a one-page handout (brochure) to each person in the class, as well as instructors, and (3) creatively and effectively presents the material to the class.

Your presentation should be **creative**, **active** and **engaging** and last no more than 20 minutes. If you feel it would be helpful to show some of the video clips from your module, you may do so, but please be selective and do so in a very thoughtful manner!

IRIS Presentation Rubric		
Component	*Points*	*Comments*
Summary of Activity • Presentation includes a clear and accurate description of each element of the activity. • Presentation clearly communicates the reading instructional strategies from the activity (team should demonstrate this skill if appropriate)	/4	
Class Handout • Create a one-page brochure to be distributed to the class, which focuses on the strategy in your IRIS activity. • Most essential information on the specific area of reading and the activity is included. • Use graphics to enhance the	/3	

brochure's visual display of concepts. • Brochure shows creativity and development of project as a group.		
Presentation • The presentation is creative, active and engaging. Consider how you can encourage audience participation!! • Presentation is clear, accurate and no longer than 20 minutes. • All areas of the presentation are cohesive and not disjointed from each other. • Everyone has a clear and important role for the presentation.	/3	
TOTAL	**/10**	

3. Reading Case Study: (Part I = 20 points and Part II = 20 points for a total of 40 points)
The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment. Also note Item # 4 under Other Course Expectations. The instructor will provide specific guidelines for the assignment.

<u>Here are some general expectations to guide your planning:</u>

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.

□ 1 meeting: observe a reading class; collect information about your student (meet w/teacher, parent, service provider, face-to-face or by phone, etc.)

<u>NOTE:</u> A copy of the student's IEP is **NOT** required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.

□ 2 - 3 meetings: conduct the Informal Reading Inventory (IRI).

□ 1 - 2 meetings: collect information using additional skills assessments you have selected

This project will be completed in 2 parts and should be submitted by 4:30 pm on the respective due dates. <u>This assignment is the signature assignment</u> for the course and will be evaluated using the following rubric:

Case Study Part I: Student Assessment

Student Background ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. ▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working in a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).	/2
Oral Language Development • Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling). ▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.	/1

Reading and Writing Development
▪ Correctly **administer** and accurately **score** the results of the following assessments:
    ▪ an informal reading inventory (download from www.ablongman.com/jennings5e.),
    ▪ a spelling assessment (DSA to be provided in class),
    ▪ *at least* one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A curriculum based assessment is most effective for this supplemental assessment (class quiz, writing sample, etc.).
        o For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.
▪ **Analyze** the results and **present the findings** in an educational report that:
    ▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment
    ▪ Present the results of each assessment including:
        o a reporting of the results for each assessment (a table is often helpful here),
        o an indication of whether this area of reading/writing is an area of concern; and
        o a narrative error analysis of student strengths and weaknesses on the assessment given
▪ <u>All completed assessment protocols must be attached to the final report</u>
 	
503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.
	/10

Summary • Statement of *overall* strengths and needs of student	

• This should be based upon student background information and findings from assessments (including relevant student behavior)	/1

Recommendations
▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments
        o Classroom recommendations should be evidence-based and grade/age appropriate
        o Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)
    ▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider
▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.
 	
__503 Requirement:__ To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.
	/3

Written Style ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals	/3
Total	**/20**

Case Study Part II: Plan for an Intervention, Instruction, and Plan to Monitor Progress

Description of Selected Intervention • Clear and replicable: step by step description of intervention • Based upon at least 2 peer-reviewed journal articles (reliable source for research based practices) *__503 Requirement__: To earn full points, 503 students must base their interventions on multiple sources of research-based practices.*	/4
Instructional Plan • Determine the skill you will address and write one goal based on student performance on Part I • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (include modeling, guided practice, independent practice, assessments) • Identify any instructional adaptations • *This section should be written in great detail, as though you were writing plans for a substitute teacher to carry out the plan.	/8
Monitoring Student Progress • Locating/develop a progress monitoring measure, • Determining how often you will assess the student, and	/5

• Determine how you will make educational decisions based on student progress **YOU DO NOT HAVE TO ACTUALLY IMPLEMENT THIS PLAN	
Written Style • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)	/3
TOTAL	**/20**

5. Fox Quiz (10 points)
The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook.

6. Final Exam (*20 points)*
The final exam will include multiple-choice and application items and short-essay question that cover assigned readings and class lectures and will be modeled after the Reading for Virginia Educators (RVE) test (formerly called the Virginia Reading Assessment).

7. Regular Attendance & Participation (10 points)
Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:
- a. attending class and being psychologically available to learn,
- b. completing and handing in all class assignments, and
- c. participating in class discussions/activities throughout the semester
- d. thoughtfully contributing to class discussions
- e. listening to the ideas of other peers, respectively, and
- f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, points are deducted for a lack of **digital etiquette** during class sessions.

GRADING

1.	Self-paced Completion of Fox Text	10 points
2.	IRIS Presentation	10 points
3.	Signature: Case Study: Parts I and II	40 points
4.	Participation and In-Class Activities	10 points
5.	Fox Quiz	10 points
6.	Final Exam	20 points
TOTAL		**100 POINTS**

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations	
Title of Performance-Based Summative Evaluation	**Points Earned/Total Points**
1. Self paced completion of Fox text	/10
2. Group Presentation	/10
3. Final Project: Case Study Part I	/20
4. Final Project: Case Study Part II	/20
5. Participation, Quizzes and In-class Activities	/10
6. Fox Quiz	/10
7. Final Exam	/20
Total # of points earned	**/100**

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Grading Scale:

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

This course will incorporate the evidence-based practices (EBPs) relevant to *the five essential elements of reading (i.e. NRP, 2000), language development, and informal literacy assessments*. These EBPs are indicated in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Resources for Evidence-Based Practices Emphasized in EDSE 503

Report of the National Reading Panel: *Teaching Children to Read* (2000). (*phonemic awareness, phonics instruction, fluency, vocabulary instruction, reading comprehension*)
    http://www.nationalreadingpanel.org/Publications/publications.htm
www.k8accesscenter.org The Access Center. (*Reading Comprehension, fluency, mnemonics*)
http://www.teachingld.org LD Resources. Current Practice Alerts. Alert #2, 8, 10, 12, 14, 15
http://www.iris.peabody.vanderbilt.edu Resources. Reading, Literacy, Language Arts.
http://www.iris.peabody.vanderbilt.edu Resources. RTI.
http://www.iris.peabody.vanderbilt.edu Resources. Assessment.
http://www.iris.peabody.vanderbilt.edu Resources. Content Instruction.
http://www.iris.peabody.vanderbilt.edu Resources. Differentiated Instruction. InfoBriefs.
http://www.rti4success.org (National Center on Response to Intervention) CBM modules

http://www.studentprogress.org (National Center on Student Progress Monitoring)

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)

Biancarosa, G. & Snow, C. (2004). Reading Next -A vision for action and research in middle and high school literacy.http://www.all4ed.org/files/ReadingNext.pdf

(*Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills*)

Bursuck, W. D., & Damer, M. (2007). *Core Text (*direct instruction/systematic/explicit instruction*)

Chard, D., Vaughn, S., & Tyler, B (2002). (*reading fluency*)

Coleman, M., & Vaughn, S. (2000). (*direct instruction/systematic/explicit instruction*)

Deno, S. (2003). (*progress monitoring*)

Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*reading comprehension instruction*)

Jennings, J. H., Caldwell, J. A., & Lerner, J. W., (2006). (*direct instruction/systematic/explicit instruction*)

Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)

Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)

Nilsson, N. L. (2008). (*Informal Reading Inventory*)

Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)

Scruggs, T. E., & Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction
    www.teachingld.org

Spencer, V. G. (2006). (*peer tutoring*)

Stanford, P., & Siders, J. A. (2000). (*miscue analysis*)

Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements*)

Wayman, M. M., Wallace, T., Wiley, H. I., Renata, T., & Espin, C. A. (2007). (*progress monitoring*)

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Readings Due for this Class
9/13	**No Class: EDSE 791 Midpoint Portfolio Meets**	
9/20	• Course Overview • A Historical Perspective • Scientifically Based Reading /instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading • Reading and the Brain • Case Study Overview • Collecting Diagnostic Information	• Put Reading First (Textbook XV) • Chapters 1 & 6
9/27	• Language Development • Early Literacy • Rules, Forms, and Functions of Language (relevant vocabulary)	• Custom Text: Chapter 2 • **Early Literacy Team Presentation** • **Fox Pretest Due** (you MUST bring your copy of the book in order to complete this and earn the points!)
10/4	• Informal Assessments o Informal Reading Inventory (IRI) o *The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* http://dibels.uoregon.edu • Running Records; Miscue Analysis • Selecting/evaluating Text for Diverse Learners; Readability	• Custom Text: Chapters 7 & 8 • **Reading Assessment Team Presentation** • **Fox Part I Due** **Bring IRI and Textbook or Trade book to class!**
10/11	• **Phonemic Awareness** Instruction • **Evidence Based Practices:** o Elkonin boxes o Isolation/identify, segmenting, blending, deleting, adding, substituting sounds o Rhyming (onset/rime)	• Put Reading First, Phonemic Awareness Section
10/18	• **Phonics** Instruction • **Evidence Based Practices:** o Explicit, systematic instruction o Word analysis o Word sorts/word families o Phoneme-grapheme correspondence	• Custom Text: Chapters 3 & 4 • **Phonics Team Presentation** • **Fox Part II Due**
10/25	**No Class: EDSE 791 Midpoint Portfolio Meets**	
11/1	• **Vocabulary** Instruction • **Evidence Based Practices:** o Mnemonics o Semantic maps o Word meaning sorts o Imagery/visualization	• Custom Text: Chapter 9 • **Fox Parts III & IV Due** • **Vocabulary Team Presentation** • **DUE: Case Study Part I**

11/8	• **Fluency** Instruction
	• **Evidence Based Practices:**
	    ◦ Progress monitoring
	    ◦ Repeated reading
	    ◦ Readers' theatre
	    ◦ Guided reading
		• Custom Text: Chapter 5
		• **Fluency Team Presentation**

11/15	• **Comprehension** Instruction
	• **Comprehension Evidence Based Practices:**
	    ◦ Think aloud
	    ◦ Graphic organizers
	    ◦ Questioning strategies
	    ◦ Self-monitoring/metacognition
	    ◦ Reciprocal teaching
	• Literacy and Diversity
	    ◦ First Language Interference in Speech and Writing for English Language Learners
		• Custom Text: Chapters 10 & 13
		• **Fox Parts V & VI Due**
		• **Comprehension Team Presentation**
		• **Diverse Learners Team Presentation**

11/22	• **Spelling** and **Writing** Instruction
	• **Evidence Based Practices:**
	    ◦ Spelling by analogy/pattern
	    ◦ Predictable word instruction/rules
	    ◦ Making Words
	• Review for Final Exam
		• Custom Text: Chapters 11 & 12
		• **Fox Parts VII & Posttest Due**
		• **Spelling and Writing Team Presentation**

11/29	• **Course Evaluations** • **Fox Quiz** • **Final Exam: Part II**	• **Case Study (Part II) Due**
12/6	**No Class: Midpoint Portfolio Due**	

NOTE: This syllabus may change according to class needs.